

# Kirmington CofE Primary School

Kirmington, High Street, Ulceby, Lincolnshire, DN39 6YP

**Inspection dates** 10–11 March 2015

<b>Overall effectiveness</b>	Previous inspection:	Good	2
	This inspection:	<b>Good</b>	<b>2</b>
Leadership and management		Outstanding	1
Behaviour and safety of pupils		Outstanding	1
Quality of teaching		Good	2
Achievement of pupils		Good	2
Early years provision		Good	2

## Summary of key findings for parents and pupils

### This is a good school. Select

- Parents regard the school exceptionally highly. 'Everyone's education is tailored to their needs and they get all the help that is required,' reflects the views of many parents
- Leadership and management, including governance are outstanding. The school has been modernised and improved since the federation was formed and is strongly placed to continue to improve in the future.
- The executive headteacher and the deputy headteacher and middle leaders know the school inside out. They know exactly what needs to be improved and waste no time in addressing any weaknesses that come to light.
- Children enjoy and benefit from good quality early years provision which provides them with a very good preparation for Year 1 and later school life.
- Pupils of all abilities benefit from good teaching. All make good progress and achieve well. A substantial contingent of volunteer visitors considerably enhance the quality of teaching, especially for the most able.
- The quality of teaching is always at least good and is sometimes outstanding.
- Well-trained and effectively deployed teaching assistants make a strong contribution to pupils' learning, especially those pupils who find learning more difficult.
- Attainment is rising. For example, in Year 6, in reading, mathematics, spelling, grammar and punctuation, all pupils are on track to attain the nationally expected Level 4 and more than half are on track to attain the higher Level 5.
- The most able pupils are doing much better than previously. Disabled pupils and those with special educational needs make outstanding progress.
- Pupils behave in an exemplary manner both in class and around school. Their love of lessons and very positive attitudes to school and each other help them learn well.
- Pupils' spiritual, moral, cultural and social development is excellent. They show great sensitivity and tolerance of other ways of life. Pupils' relationships with each other and with adults in school are excellent.
- Pupils' welfare and safety are given high priority and pupils say they feel extremely safe and secure at school.

### It is not yet an outstanding school because

- Standards in extended and creative writing are not as high as in mathematics, reading, spelling, grammar and punctuation.
- The school lacks a systematic approach to teaching pupils to write in other subjects, such as history, geography and science.

## Information about this inspection

- The inspector saw teaching and learning in all classes, including three joint observations of full lessons with the headteacher. In addition, a number of shorter visits were made to the early years and to see particular aspects, such as the teaching of reading and French or pupils participating in support programmes. A range of other school activities including playtimes, lunchtimes and an assembly were observed.
- Past and current work of pupils of all abilities in all year groups was scrutinised and some pupils were heard reading.
- Meetings were held with school staff and with four members of the governing body.
- Documents, including plans for school improvement and reports showing the school's view of its own performance, safeguarding documents, and policies and records relating to behaviour, safety and attendance were inspected. Information on the performance of the school in comparison with other schools nationally was analysed. The school's records of pupils' progress were also inspected.
- The inspector held short discussions with 14 parents of a total of 19 children at the beginning of the second day of the inspection. The results of the most recent school survey of parents' views held by the school in November 2014, when 19 parents responded, were also taken into account. Too few parents responded to the online 'Parent View' questionnaire to provide useful evidence.
- The inspector received the views of staff through discussions and by analysing the 14 responses to the inspection survey of staff views. He received the views of pupils through both informal and pre-arranged discussions.

## Inspection team

Roger Sadler, Lead inspector

Additional Inspector

## Full report

### Information about this school

- This school is much smaller than the average-sized primary school. No pupils are from minority ethnic groups. All pupils speak English as their first language.
- There are an average proportion of disadvantaged pupils who are supported by the pupil premium. The pupil premium is additional funding for those pupils who are known to be eligible for free school meals and those children who are looked after.
- The school has an early years unit which is attended part time by nursery-aged children and full time by Reception children.
- The proportion of disabled pupils and those with special educational needs is above average.
- The school meets the government's current floor standards, which are the minimum expectations for pupils' attainment and progress by the end of Year 6.
- Since the last inspection, the school has entered into a formal partnership, known as a hard federation, with St Barnabas CE Primary School at Barnetby. Both schools are under the leadership of a single executive headteacher and a single governing body. The deputy headteacher of Kirmington School manages the school on a day-to-day basis.
- Since the previous inspection the school has been awarded the Basic Skills Quality Mark and the School Games Silver Award for sports and physical activity.
- An unusually high proportion of pupils do not spend all their primary school years in this school. For example, last year, only around a third of the pupils who left in Year 6 began the school in the youngest class. Some who left in Year 6 in July 2014 had been at the school only a few terms.

### What does the school need to do to improve further?

- Improve pupils' extended writing by:
  - providing more opportunities throughout the school for extended writing
  - adopting a more systematic approach to helping pupils improve their writing in other subjects such as history, geography and science.

## Inspection judgements

### The leadership and management are outstanding

- The executive headteacher, working in close partnership with the deputy headteacher, provides excellent leadership and management. Governance is also excellent. Since the previous inspection, middle leadership has improved considerably and all aspects of leadership and management are now equally strong. The school's formal federation has had great benefits for staff and pupils and has done much to account for the school's considerable improvement over the last two years.
- Parents recognise how well the school is led and managed. The large proportion of parents whose children join the school from other areas invariably remark on how much their children enjoy this school. They also often comment on how well they are progressing following their change of school.
- Strong leadership and management, especially of teaching and learning, have resulted in rising attainment and improved teaching. Many parents and pupils who have known the school over an extended period notice how much the school has improved since it federated with St Barnabas CE School.
- The management of the building is excellent and many new, attractive and well-organised teaching spaces have been created in this small building. The use of the hall as a high-quality classroom, as a space for physical activity, assembly and performances and as a dining room is excellent.
- Staff training for teachers and teaching assistants is of a high standard. Training is followed up by careful checks to ensure that all fully understand school policies and approaches. This has resulted in great consistency in practices, such as how pupils' work is marked or how work should be presented.
- Staff have a detailed knowledge of where improvements are needed. For example, staff are aware that extended writing is a weaker aspect of provision and are already taking some useful action to bring about improvements. Staff are given excellent advice on where improvements are needed in their teaching and find this advice invaluable in improving their work. Performance management is effective and teachers know that salary decisions are made in the light of the progress of pupils in their classes.
- Regular meetings of teachers and school or federation leaders are held. At these meetings, the achievement and needs of each individual pupil are reviewed and staff make plans for how any possible underachievement will be addressed. These meetings have been a key reason for the rising standards in the school.
- Relationships throughout the school are expertly managed. Strong priority is given to pupils' personal well-being and their spiritual, moral, cultural and social development. The curriculum and the Christian ethos of the school help pupils learn to understand and adopt British values such as tolerance and respect for other ways of life. This is part of their thorough preparation for life in modern Britain.
- Good relationships and behaviour, regular attendance and strong attitudes to learning are continually promoted at school and pupils know the importance of these. The importance of treating all pupils equally and providing the best for each individual is central to the school's work. Older pupils are able to discuss issues such as fairness and equality of opportunity and they are proud that their school is a fair place. Discrimination of any kind is not tolerated.
- The curriculum is wide and varied and pupils show excellent attitudes to learning and to school. The curriculum to develop pupils' basic skills is carefully modified to meet the learning needs of each individual pupil. For example, the most able pupils in Years 5 and 6 receive more than five hours per week of good quality small group tuition in reading and mathematics. Those who find learning harder are given extensive additional help until they overcome their difficulties.
- The primary school sports premium funding has been used wisely to improve the breadth and quality of provision for sport. Since the introduction of this funding in 2013, more pupils are participating in sport. For example, the school has recently had considerable success at inter-school table tennis events.
- Pupil premium funding has been well spent to help support the high proportion of small group and individual teaching in the school. This supports the good progress made by disadvantaged pupils well.
- Arrangements for safeguarding pupils fully meet statutory requirements. Staff safeguarding and childcare training are up to date. Pupils receive extensive guidance to help them keep safe. For example, all the pupils in the older class are St John Ambulance trained in first-aid.
- The school works effectively with the local authority. Much of this work over the last two years has been on ensuring that middle leaders are fully able to monitor and evaluate the quality of teaching and learning in their areas of responsibility. All middle leaders are now fully confident in this aspect of their role.
- The role of the special needs coordinator is very strong and is a key reason why disadvantaged pupils and those with special educational needs do so well at school. The deputy headteacher, who is responsible for the site when the executive head is at St Barnabas CE School, provides excellent leadership and management and is highly regarded by parents.

## ■ The governance of the school:

- Governors are very clear about their roles and carry them out diligently and effectively. Although performance data by no means tell the full story about the performance of this school, they are skilled at analysing national data and the school records and use this information to direct school improvement.
- Governors have high expectations and aspirations for the school. They have arranged their work very effectively so that each class and subject has a specialist governor who keeps a close eye on each aspect of the school's work.
- Members of the governing body are fully aware from the executive headteacher's reports and from first-hand observations about the quality of teaching at the school and challenge the head effectively, for example to ensure that salary decisions are related to pupils' progress.
- Governors have recently carried out an audit of their work and have used this to direct their own training and to improve the effectiveness of their work.
- The governors have provided excellent oversight of the school's finances and spending decisions. Wise decisions by the executive headteacher and deputy headteacher, checked by governors, have led to the school providing very good value for money. Also, there is a small surplus to deal with any difficulties that may arise and plans are already afoot to use some of this to improve pupils' toilets.

## The behaviour and safety of pupils

are outstanding

### Behaviour

- The behaviour of pupils is outstanding. Pupils speak confidently and proudly about the excellent behaviour in their school and understand that it is their responsibility to help maintain these high standards. They are courteous and considerate when speaking to adults, including visitors. They show great sensitivity to other ways of life and enjoy arranging and participating in charity events.
- Their very positive attitudes to school and learning are evident in their work and through watching lessons and by talking to them.
- Pupils, especially the older ones, enjoy taking responsibility. Parents often point to the family atmosphere in the school. Although there is no formal 'buddy' system in the school, many older pupils know that it is their responsibility to help younger pupils. It is not unusual to see an older pupil go and play with a child in the playground who appears to be on his or her own.
- Given such small numbers, attendance statistics vary from year to year. However, rates of attendance have not been below average over the last three years and two years ago were above average. This is because pupils enjoy school and because parents respond well to the school's effective procedures to assure regular attendance.

### Safety

- The school's work to keep pupils safe and secure is outstanding and safety is given high priority by governors, staff and by pupils.
- Statutory safeguarding requirements are fully met and the school's work to keep pupils safe is regularly checked by governors and the executive headteacher and deputy headteacher.
- Pupils know a lot about different forms of bullying and are proud that there is no bullying in their school. They know about potential dangers when using the internet and are well drilled on how to keep safe on the internet. Pupils show great confidence in staff and know that they can trust them to deal with any issues that may arise.

## The quality of teaching

is good

- Teaching is consistently at least good and sometimes outstanding, especially in mathematics in the older classes and in reading in the younger classes. Pupils benefit from an unusually favourable adult to pupil ratio throughout the school. Teaching of basic skills takes place in very small classes, small groups or individually. Teachers, teaching assistants and the expert volunteers who attend on a regular basis ensure that teaching is carefully tailored to meet individual interests and needs.
- Pupils are continually guided on how to improve their work. Work is carefully marked and helpful oral feedback is continually provided. Time is given for pupils to make corrections or improvements to their work. They are often reminded of their targets and older pupils show an impressive understanding of where they need to focus their efforts to improve. Pupils say that they find this guidance very useful.

- Mathematics is very well taught throughout the school. The teaching of reading and of spelling, grammar and punctuation is also effective. Extended writing and creative writing is sometimes not quite as well taught and chances are sometimes missed to develop writing skills in other subjects.
- Classrooms are bright, stimulating and interesting, reflecting the wide range of interesting learning that pupils receive and appreciate.
- Relationships in class are excellent and strong attitudes to learning and high levels of concentration can frequently be observed in all classes and small groups. Pupils appreciate the orderly and calm environment in classrooms and hold all their teachers in very high regard.

### **The achievement of pupils**

**is good**

- Pupils make good progress throughout the school from their various starting points. All groups of pupils achieve well and attainment in mathematics, reading and writing is improving well.
- Because of the exceptionally large proportion of pupils who join or leave the school partway through their primary education, and because of very small cohorts in some year groups, nationally published data do not give a fully accurate picture of the performance of the school.
- The school's accurate records which were confirmed by inspecting pupils' work, observing them learn in lessons and speaking to pupils indicate that all groups of pupils make good progress and achieve well during their time at this school. This evidence also shows that standards are rising.
- Pupils currently in Year 6 are working at standards of attainment that are much higher than those expected for their age in reading, mathematics, spelling, punctuation and grammar. Their extended writing, although a little above levels expected for their age, is not as strong. There is a similar picture in Year 5.
- The most able pupils achieve very well, especially in reading and mathematics. This is because of the quality and amount of additional support and challenge they receive on a regular basis.
- Disabled pupils and those with special educational needs make outstanding progress due to the excellent leadership of the special needs coordinator and the frequent additional support they receive from teachers and teaching assistants.
- There are too few pupils eligible for pupil premium funding for their attainment and progress data to provide meaningful statistics. However, a study of the school's test results, assessment data and the pupils' work confirm that disadvantaged pupils across the school are making good progress from their starting points. Pupil premium funding is spent wisely and is having a positive effect on the achievement of these pupils. Their attainment in reading, writing and mathematics is little different from that of other pupils at the school.
- Older pupils enjoy and benefit from weekly, well-taught French lessons and are making good progress in their learning. Standards of singing are better than those typically seen. From the early years onwards, pupils are taught to form their letters correctly and take pride in their work. Standards of presentation are high throughout the school reflecting teachers' high expectations.
- High-quality daily lessons in small groups for younger pupils on letters and their sounds equip them well to make good progress in their reading throughout the school.

### **The early years provision**

**is good**

- In Nursery and Reception, children make good progress from their various starting points. The school has a very comprehensive and accurate view of the learning needs of each individual child. Assessments are used well to help children learn. Provision is carefully modified to fully match the needs of each individual. This results in all children, from the most able to those who find learning more difficult, enjoying school and achieving well.
- Parents are fully involved in their children's learning and hold the early years unit in high regard. They appreciate the well-organised system for inducting their children into school life. All parents who spoke to the inspector said that they would recommend the early years provision, and the rest of the school, to another parent.
- Early reading, writing and mathematics are well developed. Children's personal, social and emotional development is given high priority. Children all behave well and work and play happily together. The early years unit provides a strong preparation for Year 1 and for school life beyond.
- Staff give appropriately high regard for the safety of the children. Parents say that their children feel safe and secure in school and that they are very well looked after by staff. Older pupils also look after the early

years children very well reflecting the strong family atmosphere of the school.

- The leadership and management of the early years unit is excellent and staff have a very clear and shared view of exactly where improvements are needed.

## What inspection judgements mean

School	Grade	Judgement	Description
	Grade 1	Outstanding	An outstanding school is highly effective in delivering outcomes that provide exceptionally well for all its pupils' needs. This ensures that pupils are very well equipped for the next stage of their education, training or employment.
	Grade 2	Good	A good school is effective in delivering outcomes that provide well for all its pupils' needs. Pupils are well prepared for the next stage of their education, training or employment.
	Grade 3	Requires improvement	A school that requires improvement is not yet a good school, but it is not inadequate. This school will receive a full inspection within 24 months from the date of this inspection.
	Grade 4	Inadequate	<p>A school that has serious weaknesses is inadequate overall and requires significant improvement but leadership and management are judged to be Grade 3 or better. This school will receive regular monitoring by Ofsted inspectors.</p> <p>A school that requires special measures is one where the school is failing to give its pupils an acceptable standard of education and the school's leaders, managers or governors have not demonstrated that they have the capacity to secure the necessary improvement in the school. This school will receive regular monitoring by Ofsted inspectors.</p>

## School details

<b>Unique reference number</b>	118014
<b>Local authority</b>	North Lincolnshire
<b>Inspection number</b>	456118

This inspection of the school was carried out under section 5 of the Education Act 2005.

<b>Type of school</b>	Primary
<b>School category</b>	Voluntary controlled
<b>Age range of pupils</b>	3–11
<b>Gender of pupils</b>	Mixed
<b>Number of pupils on the school roll</b>	42
<b>Appropriate authority</b>	The governing body
<b>Chair</b>	Lorraine Guest
<b>Headteacher</b>	Rachel Murray
<b>Date of previous school inspection</b>	7 February 2012
<b>Telephone number</b>	01652 688451
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